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SERVICE OF THE UNIVERSITY  
TO THE CITY AND ITS  
INSTITUTIONS



Report of the President of the University of Cincinnati  
Reprinted from the Annual Report for 1914



JUL 22 1916

## THE BOARD OF DIRECTORS

Appointed by the Mayor of Cincinnati

ARTHUR R. MORGAN.....	January, 1916
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## OFFICERS

For the Fiscal Year 1915

RUFUS B. SMITH.....	Chairman
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## COMMITTEES

COMMITTEE ON FINANCE: Messrs. Renner, Spiegel, and Pollak.

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COMMITTEE ON UNIVERSITY BUILDINGS AND GROUNDS: Messrs. Pollak, Hickenlooper, and Brown.


COMMITTEE ON LAW: Messrs. Brown, Spiegel, and Smith.

COMMITTEE ON ACADEMIC AFFAIRS: Messrs. Spiegel, Wolfstein, and Renner.

COMMITTEE ON OBSERVATORY: Messrs. Griess, Brown, and Spiegel.

COMMITTEE ON PROFESSIONAL SCHOOLS: Messrs. Wolfstein, Griess, and Morgan.

COMMITTEE ON ENGINEERING COLLEGE: Messrs. Morgan, Griess, and Renner.



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## REPORT OF THE PRESIDENT

*To the Board of Directors  
of the University of Cincinnati*

GENTLEMEN :

In the condition of the affairs of the University at the opening of the new year and in the results of its work during the year just closed, there is every cause for congratulation. The University never enjoyed richer opportunities for service, and it was never so well prepared to meet the demands made upon it as it was during the year 1914. Though still far behind its needs the finances of the institution are in a more favorable condition than ever before, and the outlook for increased facilities in the way of new buildings is very encouraging. The student body is not only growing rapidly, but it is better prepared. The people of Cincinnati undoubtedly appreciate the service of the University more and more, or they would not add so liberally to its equipment and its funds for current support. For all these reasons, I congratulate the Board upon the auspicious circumstances attending us at the opening of the new year.

The reports which I have the honor to submit at the present time are full of interesting information about the progress of the institution during the last year and suggestions with regard to the needs of the various departments, and I ask you to give them your careful consideration.

I shall here attempt to summarize some of the progress made during the year 1914.

GROUNDS:—Through an exchange with the Board of Park Commissioners, the Board acquired for the University 13.38 acres of ground to be added to the campus on the Calhoun Street side. The University now owns all the ground heretofore belonging to the Park Commission in the south end of Burnet Woods. In consideration of this transfer, a park road was built on the northern boundary of our campus from University Avenue to Clifton Avenue. This road gives us means of access to the new chemical laboratory and other buildings which may be erected on that side in the future.

ENDOWMENT ESTATE:—Several properties belonging to the endowment fund have been improved during the year. Most notable among these are the Main Street building and the Lock Street property of the Ropes estate. The Main Street building, which was destroyed by fire, has been restored in better shape, and excellent improvements have been made upon the Lock Street property. Taken together, these improvements will result in a good increase in the income from the Ropes Fund. We will now be able to establish permanently the work to be carried on by that fund, as originally planned.

## ATTENDANCE

The attendance in all departments of the University continues to grow steadily. The enrollment for the academic year of 1913-14 was 2,041 students, which did not include the auditors in the external courses, who numbered 362. These students were distributed among the different colleges as follows: the Graduate School, 174; the College of Liberal Arts, 649, or adding 62 in classes for teachers and 511 in evening academic classes, a total of 1222; the College for Teachers, 301; the College of Engineering, 411; the College of Medicine, 61; the College of Commerce, 104. The gross total of all regular departments was 2273. Many students, however, were enrolled in several colleges, such as the College for Teachers, the College of Liberal Arts, and the College of Commerce. After the duplicates were deducted, the net total was 2,001. In the affiliated departments there were 40 additional individuals, bringing the net total of all students instructed in the University during 1913-14 up to 2,041.

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On the first of December, in the first semester of 1914-15, there was a total of 2224 students. This does not include the auditors in the external courses, who number 322. These students were distributed among the different colleges as follows: the Graduate School, 141; the College of Liberal Arts, 737, or adding 63 in classes for teachers and 502 in evening academic classes, a total of 1302; the College for Teachers, 305; the College of Engineering, 458; the College of Medicine, 83; the College of Commerce, 187; the School of Household Arts, 84. The gross total of all regular departments is 2,560. After the duplicates are deducted, the net total is 2,214.

In the affiliated departments there are 10 additional individuals, bringing the gross total up to 2,224.

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The following comparison of the number of men and women students in the University on December 1, 1909, and on December 1, 1914, is interesting. It represents the growth in the student body in five years. These are the dates on which we compile each year the statistics for the annual catalogue.

## Liberal Arts

1909-1910		(December)		1914-1915		(December)	
		Men	Women			Men	Women
Seniors .....	17	51		Seniors .....	17	68	
Juniors .....	27	41		Juniors .....	41	86	
Sophomores .....	30	65		Sophomores .....	56	102	
Freshmen .....	44	116		Freshmen .....	113	170	
		118	273			227	426

1909-1910	(December)		1914-1915	(December)	
	Men	Women		Men	Women
Irregulars .....		13	Irregulars .....	8	16
Specials .....	42	116	Specials .....	71	*136
Graduates .....	56	59	Graduates .....	43	98
Engineers .....	203		Engineers .....	458	
			Household Arts ...		77
	419	461		807	753
				Excluding duplicates.	

\*Including all teachers taking Saturday classes.

In order to make a proper comparison, it has been necessary to exclude from this table the students in the Teachers College and External Classes, the Medical and Law Colleges, the Evening Classes and College of Commerce, some of which did not exist in 1909. When these are included, the result shows a net increase of 801 students since December, 1909. The increase in women is in numbers 293, or 63.5 per cent. The increase in men is 95 more than that of women; in numbers it is 388, or 92.6 per cent. The men have nearly doubled in these Colleges. When all the Colleges are included the proportion of men is still larger.

### COLLEGE OF LIBERAL ARTS

Many improvements have been made in the courses and methods of administering the College of Liberal Arts. The new curriculum laid down includes the advantages of both the prescribed and elective systems. Studies in the first two years are defined with some degree of strictness, and those in the later years are left to the direction of the professor in whose department the student elects his major subject. Thus a reasonable range of choice remains possible, while the student receives proper guidance from his professor.

In connection with this new curriculum, an advisory system has also been developed which will subject the work of the student to more rigorous faculty inspection and control. Every student is assigned at the beginning of his course to an instructor who is expected to help him shape that course intelligently and to do his work to the best advantage. It is impossible for the dean to give the hundreds of individual students the attention that they require. Left to himself, the student is disposed to select subjects of study in accordance with his own convenience, the popularity of the instructor, or other extrinsic conditions, with the result that there is no co-ordination in subjects. With the aid of these advisers, the dean will be able to follow up the deficient students with better results.

The attendance of this College has continued to grow. The total number in the College of Liberal Arts is 1,302,\* not counting 322 registered in the external classes. Of this number 1,092 are from

\*Excluding 8 duplicates.

Cincinnati, 88 from Ohio outside of Cincinnati, and 130 from other states and countries. In the day courses, there are 800 students, and in the evening courses, 502. A notable thing is the increase in the number of regular students—those taking 12 hours a week or more—as well as in the total numbers. There is a total of 128 more students in the College of Liberal Arts and 108 more regular students.

### COLLEGE FOR TEACHERS

The new law of the state of Ohio governing the certification of teachers has caused the dean and faculty of this College a great deal of extra work during the year. Under this law, state certificates may be granted without examination to graduates of approved institutions. As these certificates will be honored in practically all the states, they are eagerly sought by all our graduates. It is a source of gratification that the State Superintendent promptly placed this College upon his list of approved institutions, whose graduates were entitled to these certificates, and that he gave the dean of our College authority to make up a certified list for this purpose. The Superintendent has accepted the statement of our faculty in lieu of the individual transcripts of the students' college records required by law. The list of graduates of our College who are entitled to life certificates contains 236 names. This recognition of our College is not only a source of gratification to us, but it also encourages our graduates and students.

The enrollment in the College for Teachers at the present time is 305, which includes 36 graduate students and 44 Seniors who will be ready to take positions in the schools next fall. The increase in the total enrollment as compared with last year is 29. In view of the splendid service the College is rendering the city and the community, and the large increase in its work, it should have a number of additional professors and instructors. It is hoped that they may be provided through co-operation with the Board of Education.

### THE GRADUATE SCHOOL

The graduate students continue to come to us in large numbers. It becomes highly desirable, therefore, that our professors be relieved of more of the routine undergraduate teaching so that they can give attention to these students who are seeking advanced work. More courses are earnestly demanded in several departments. Since the students making this plea are largely citizens of Cincinnati and many of them are teachers in our city schools, it would seem our duty to give attention to this demand. The opportunity to do advanced work is a matter of deep concern to all of our professors, and should receive our earnest attention.

Our Graduate School helps the city to secure greater efficiency in the teaching of all subjects in the schools, and raises the standards of education in the whole community, as well as in the University it-



self. Graduate students develop greater efficiency in the University itself, and enhance the reputation of our city. Many of our masters and doctors have received high appointments in great institutions. We have a constant demand for instructors and professors from colleges throughout the country. One, for example, has recently been appointed for research work in the Carnegie Institution, and another to a professorship in New York University. Several of our graduates have received appointments in our own University.

In the absence of a complete alumnal register, it is impossible to supply full data regarding the location and work of our graduates since the establishment of the Graduate School, but the service of some departments of the University to the community may be given by way of illustration. The German Department, for example, has located nineteen masters of arts in Cincinnati and adjoining states. The Department of Romance Languages has recently sent out six masters into the same territory and a large number has been supplied by the Department of Mathematics. The Department of Latin has supplied five and the Department of Greek nine masters for service in this city and vicinity. Twenty-four of our graduates who received a master of arts degree are engaged in teaching in the high schools in our immediate neighborhood. The Department of Biology has supplied six, the Department of Chemistry, six, and the Department of History, sixteen graduates to the same schools. The Graduate School deserves to be endowed so that it may do more of this work.

### THE COLLEGE OF ENGINEERING

After canvassing and trying out a large list of applications, the Engineering College admitted 196 new students this year, 175 of whom are Freshmen in the co-operative courses. This addition brings the total number of students in this College up to 458.

The co-operative method of training engineers is proving its efficiency and is attracting more attention from both educators and industrial directors each year. It is being introduced in high schools as well as colleges. The United States Commissioner of Education has endorsed the plan, and has expressed the opinion that it is destined to be adopted generally in technical schools and urban and rural high schools. He also recommends its application in agricultural education.

The invitation of the Board of Education of New York to Dean Schneider to formulate and establish a system of industrial education and continuation schools in that city indicates that the plan is to be widely introduced in the near future. Believing that it was our duty to further the introduction of this method of education as far as is consistent with the interests of our own University, the Board granted the Dean a leave of absence for a portion of his time to enable him to do this work in New York. The educational world thus recognizes that our College has developed a practicable method of training engineers in the real work. It is generally recognized also that by the development of this plan of co-operative teaching, Dean Schneider has made a valuable contribution to educational methods in general.

### THE COLLEGE OF MEDICINE

The College of Medicine is passing through a transition period, both in its internal and its external affairs. Internally, the curriculum is being developed to conform to the standards of the highest grade of university college. The requirements of admission have been advanced to include courses in all the fundamental sciences, and the work of the first two years of the curriculum has been re-organized and the work placed in the hands of full time professors and instructors, all of whom are specialists in their departments.

The external arrangements of the College will be greatly improved when it is transferred to the new buildings provided at the new General Hospital of Cincinnati. This Hospital has been built for teaching and research as well as for healing and there will be no separation between the service of patients and study and teaching. They go on together. Arrangements for both study and investigation are provided throughout the entire institution. In the administration building are provided a library hall, lecture rooms, office, and quarters for the staff, internes, and assistants. In the receiving department and clinic, students will have large opportunities for studying under expert guidance the patients who come and go, as well as the regular patients admitted to the wards. The surgical laboratories occupy a whole building, and are completely equipped with the X-ray and other apparatus for investigation and instruction. The large operating theatre is also situated in this building.

The pathological school of the Hospital has been placed under the direction of the University. The College of Medicine also supplies professors, instructors, and assistants for the Hospital laboratories. The departments of pathology, bacteriology, physiology, pharmacology, and clinical diagnosis will, therefore, be transferred to the large new laboratory building erected for them. This building contains complete equipment for these laboratories, including a museum, demonstration theatre, lecture hall, and facilities for experimentation upon animals, animal houses, etc. Every ward in the entire hospital is provided with a treatment room and laboratory.

Every department of instruction will thus be admirably provided for in the new Hospital, except that of anatomy. This will continue to occupy its present rooms in the Medical College Building on McMicken Avenue. A new Medical College Building adjacent to the Hospital is needed to accommodate this important department and additional lecture rooms, laboratories, administrative offices, and accommodations for students. It is important that it should be erected soon. When this has been done, our College of Medicine will have an outfit of buildings with facilities for teaching and research unsurpassed in the country.

### THE COLLEGE OF COMMERCE

One of the interesting things in recent college history in this country is the development of schools of commerce. These are of

three classes: First, the undergraduate schools, which give courses varying in length from two to four years, in subjects belonging partly to liberal education and partly to the departments of finance and trade; second, purely professional and technical undergraduate schools giving instruction in commercial and related subjects only; and third, graduate schools, which train students for the professions of trade and commerce exclusively. To the first class belong the Colleges of Commerce in universities recognizing these studies for a portion of the regular course for a degree, as at the University of Chicago. To the second class belongs our College of Commerce, while the third class is represented by the Harvard Graduate School of Business Administration, which admits graduates only.

The new movement in the colleges is in response to influences which have grown steadily stronger during the last few years. The number of young persons seeking better preparation for business has increased rapidly of late. The directors of business everywhere are demanding better trained men, and college graduates are being sought for commercial positions as they have never been before in this country. This change of attitude on the part of business men, and this demand of the students themselves are having their effect upon college faculties, and are leading them to shape their courses to these ends.

Another influence which is contributing to the organization of colleges of commerce and to the making of curricula for training men for finance, trade, and manufacturing, is the recognition by the leaders that the competitive business between nations requires a more liberally educated, technically trained and wider-visioned man than was produced under the old system of practical training in the counting room. Because of this situation, our trade and manufacturing interests should give their hearty support to these efforts to relate the University to domestic trade expansion, as they have already done to the work of the Engineering College in the shops and factories. With the assistance of these companies in Cincinnati, similar co-operative systems might be developed to the mutual benefit of students and business.

The great majority of the student body of this College, now numbering 187 (160 men and 27 women) and representing various commercial callings, are already actively engaged in manufacturing, merchandizing, transportation, or other practical business pursuits. All the classes are held in the late afternoon and evening, and all but 20 of the students are at work getting practical training while studying in the College.

In accordance with the policy of the University to build up the College of Commerce progressively, an instructor in Finance was added this year. A professor of Commerce should be added in a similar manner next year.



## THE SCHOOL OF HOUSEHOLD ARTS

Heretofore the only courses the University offered for training young women for practical service were the courses of the College for Teachers. For the development of the courses of the College for Teachers we have not erected a new building nor made any expenditure for material equipment. With over one-third of our students women, we owe them something more. All want instruction in household arts and many seek training for industrial work. Until recently they have been given no education that would fit them for real life and service except that offered by the literary education, which leads only to teaching, to reporting or some similar position. These professions are becoming overstocked. The University last year graduated more young teachers than there were vacancies in Cincinnati, with the result that a number were sent to other cities.

Two classes of young women in our community are earnestly seeking this practical training. The first class is made up of young women of limited means who must earn a living, but do not wish to teach or go into commercial life. The best positions in business for young women, such as bookkeepers, office assistants, etc., are overcrowded, with the result that wages are low. Our School of Commerce is helping some of these to improve their qualifications, but there are many other young women who wish to prepare themselves for industrial work. The demand for such qualified women is growing constantly. The call for teachers of household arts and dietitians, for women to direct the manufacture of household and food products, or competent to manage hospitals, asylums, boarding schools, etc., is growing greater every year. The Schools of Household Arts in the country find that they cannot supply enough women to meet the demand. These positions offer better salaries than those ordinarily paid teachers or business assistants, and the women are eager to secure the training which will qualify them to fill them.

The second class of young women who want this training are the daughters of well-to-do families, who seek training for social service. As a result of the great development in the manufacture of domestic goods—not only of clothing, but of canned and cartoned foods—the work of woman in the home has been greatly reduced. The mother, as well as the daughter, finds far less to do than in the old days and needs mental and spiritual occupation. Such women earnestly desire training to qualify them for service to society along industrial, social, and artistic lines. One of the problems of the day is how to find suitable and profitable work for this growing class of young women; it is at the bottom of the problem of the restless woman. The so-called “woman’s movement” is traceable directly to this condition, and it will not be met except by providing suitable mind-and-heart-filling work for these intelligent, ambitious, idle women.

While most of the young women at the University belong to the first class, there is an increasing number of the second class who come to us for advice as to what to do with their fine energies. The



solution of both problems is the same; it is to open a vocational college for women. This is, of course, a large undertaking—we may not be ready for it yet. But the opportunity to take over a School of Household Arts, which would give a portion of this industrial education which is most needed, was one we could not fail to seize.

Ever since the beginning of the movement for a woman's building, the matter of the establishment of a School of Household Arts has been under consideration. In 1912, moreover, the University received and accepted a bequest from Mrs. Floris A. Sackett for a chair of domestic arts. The Kindergarten Training Association, five years ago, founded a Department of Household Economics which had developed into a school of 67 students, that was self-supporting on a tuition basis. As the University had been giving the instruction in chemistry, biology, and other subjects, to the students of this department, our professors were familiar with its ideals, plans and standards. Accordingly, at its meeting on the eleventh of February, nineteen hundred and thirteen, the Board adopted the report of a committee recommending that a department of Household Arts be established and that space and accommodations be provided for it in the new building when completed. The Board also passed a resolution whereby the Department of Household Economics was taken over from the Kindergarten Training Association and made an independent school in the University. As it was a professional school in the sense of the statutes, the Board ordered that tuition be charged at the rate of one hundred dollars a year, the same amount collected when the school was under the management of the Kindergarten Training Association.

This school was accordingly organized with Mrs. Ann Gilchrist Strong as professor in charge, Miss Eleanor Toaz as assistant professor of domestic arts, and a suitable corps of instructors and assistants. Pending the completion of the woman's building, which will contain suitable laboratories and recitation rooms, the school was located on the first floor of the Geology Building. It has enrolled 84 students during the first semester of the session of 1914-15, and it promises to be a successful department. It is hoped that around it in time will grow up a vocational college for women.

Departments of Household Arts, offering instruction in the sciences and arts pertaining to the home, have now been established in nearly all of the great universities, including many of the state universities. In states having separate agricultural and mechanical colleges, this school is frequently included in those institutions. Among the larger state universities having such schools are: Cornell University, Ohio State University, and the Universities of Illinois, Wisconsin, Missouri, Iowa, Kansas, Nebraska, Montana, Texas, and California. Among the private institutions, which have departments of this kind are: The Teachers College of Columbia University and the University of Chicago.

Among the institutions having separate buildings for this depart-

ment are: Columbia University, Cornell, and the Universities of Illinois, Wisconsin, Iowa, Texas, and Washington. The Ohio State University has extensive laboratories and lecture rooms for Household Arts in another laboratory building. The University of Minnesota is erecting a building at the present time.

In most of these institutions, the courses in household arts are treated as a part of the college curriculum, and the requirements for admission to them are the same as to the other courses. Among the Universities granting the degree of Bachelor of Science in these courses are: Columbia University, the University of Wisconsin, Kentucky State University, Ohio State University, and the University of Montana. At the University of Chicago, the Home Economics course may be taken for the B. A. degree. All admit special students and some give certificates or diplomas for shorter professional courses.

The Teachers College of Columbia University offers separate courses in each of the departments of foods and cookery; nutrition and food economics; textiles and clothing; and administration, each of which leads to the B. S. degree in Practical Arts, and a course in Household Arts Education leading to the B. S. in Education. It appears, therefore, that the University of Cincinnati is not in advance of the best institutions in the country in establishing a School of Household Arts. We are merely doing what practically all the co-educational universities have already done.

The standards, both of admission and of work in the new School of Household Arts, are equal to those in our other colleges. The report of the Director of Admissions shows that the regular students admitted this year are fully equal in their preparation to those admitted to the other colleges. In the list of the regular students admitted are four graduates of this University, one from Purdue University, and one from the State University. All those admitted to the diploma course are also high school graduates, and have full credits like the others. In addition to the above, there are 16 Freshmen and Sophomores in the College of Liberal Arts taking the preliminary work for the four-year Household Arts course. Six of the diploma, or two year, graduates of the former school of Household Arts have entered the University as candidates for the B. S. degree. It is evident, therefore, that the standards of work have been thoroughly safeguarded and that this school will make a reputation for doing high-class work, equal to that of our other colleges.

#### MUNICIPAL REFERENCE BUREAU

The Municipal Reference Bureau was created by action of the Board of Directors. By an ordinance of Council the University was authorized to occupy quarters in the City Hall adjacent to the Council Chamber, where a Municipal Reference Bureau was to be maintained "for the use and information of the City Council, the several city officers and departments, and all citizens of the City who might desire

to consult it." This Bureau was to be a clearing house of all information regarding municipal taxation, municipal government, and municipal affairs in general. Every department of the city needs to know what similar departments are doing in other cities, what policies have been followed successfully elsewhere, and which have resulted in better service or a saving of expense. To secure and care for this information so that it may be readily available is a serious task, and if undertaken by one department, the material will not be available for others. This Bureau makes what is secured for one available for all.

Moreover, it is not sufficient to collect books and reports, but it is necessary to have access to a great variety of information. Owing to the important changes constantly being made in our cities, such material soon gets out of date. No one city official can hope to keep in touch with all sources of information. It is the function of the Bureau, therefore, to get this information for him, to gather material on particular problems with which all officials have to deal, and to transmit this data to them.

The Bureau is in no sense a political or partisan organization. It does not decide on policies, but merely supplies information. It was established to collect unbiased, non-partisan information concerning all city problems. It neither supports nor opposes measures; it supplies the facts, and lets the facts speak for themselves. Its organization under the direction of the Board of Directors of the Municipal University insures its non-partisan character.

Owing to the delay in getting suitable quarters, the Bureau was completely organized only this year. The work required a great deal of attention from the professor in charge. The staff was formed, and material and books were collected and arranged in the excellent rooms allotted in the City Hall. The time of the professor and librarian, who constitute the staff, is much taken up in personal interviews with city officials, committees, officers of social organizations, and individual citizens. The Bureau has also handled a good many special investigations for the University and its faculties, and the Charter Commission made great demands on the time of the staff during a part of the year.

The Municipal Library is also used as a laboratory by the students of the Department of Political Science. A class meets there regularly two hours a week, the students using the library as a base from which to study various problems in municipal affairs. There are 144 students in the Department of Political Science, of which the Director of this Bureau is the head. There is also an assistant professor, who carries courses in American government, European government, the Theory of the State, Constitutional Law, and Party Government. There are two courses in Municipal Government, one of which is given during the day, and one at night.

### BUREAU OF CITY TESTS

The work of the Bureau of City Tests has developed rapidly. It is doing analytical work or testing for most of the city departments, and for the University itself. Among the more important materials tested are coal, cement, asphalts, paints, oils, both road and paint, soaps, washing powders, steel and other building materials the full list being a long and varied one. Among the new things for which special tests have been devised are fire-hose, woolen blankets, and wood blocks saturated with pitch. The results of all these tests have been appreciated by the producers as well as the city officials.

### LUNCH ROOM

The University Lunch Room, established this year, has been of great assistance in the social life of the faculty and students, and is a comfort to all members of the University. The University supplies two well equipped dining rooms, one large and one small, with the necessary kitchens, pantries, etc. The Lunch Room is operated under the direction of the Board on a plan which makes it self-supporting.

The Lunch Room is conducted in connection with the School of Household Arts, and is used as a laboratory for its students. It also gives them much valuable experience in the practical work of preparing food and managing the money matters of a large restaurant. The Lunch Room is open from 7:00 A. M. to 7:30 P. M., and serves breakfasts as well as dinners. It has frequently served as many as 800 meals in a single day, and affords an excellent place for holding faculty and student meetings. It is a pleasure to receive here the Schoolmaster's Club, the Cincinnati Chemical Association, and other societies interested unofficially in the University and its work.

### THE LIBRARY

The use being made of the Library at the present time is steadily increasing. This is due not only to the great growth in the student body and the number of instructors, but also to the progressive character of the work, and especially to the methods of administration in the Library. The Library is now open regularly from 8 A. M. to 9:30 P. M. throughout the whole year, with the exception of one month during the summer.

The increased use of books, however, is due chiefly to the establishment of a number of branch libraries. In addition to the branches at the Astronomical Observatory and at the Medical College, which have been established many years, and to the Municipal Reference library, established last year in the City Hall, there are now ten departmental libraries, small and large. The library of the Chemical Department, for example, has 2,318 books; that of Biology, 1,312; that of Geology, 2,163; that of Physics, 704; and that of Psychology, 1,180, all of which form a part of the University Library. These



branch libraries are being cared for in different ways. In some departments, as in Chemistry and Physics, an instructor looks after the departmental library, while in others, as, for instance, the Engineering College, the books are deposited in the offices of the professors. In these offices are located collections varying from twelve books up to four or five hundred. There is a strong demand for more of these departmental libraries, and, if they are established, as they should be, they will grow rapidly.

All universities find that this is the best way to have the books used. The books should be where people are at work. I recommend, therefore, that this system be reasonably encouraged. If this is done, however, we must have a larger force in the central library, and more money for books and periodicals. Owing to the rapid growth of the student body and the demand for more instructors, the University has not had the means to develop the Library in proportion to the other departments. The laboratories have been built up much faster than the Library. We should remember that the Library is the laboratory of the departments of languages, history, and economics, and that they must have equipment as well as the scientific branches.

In view of these demands and the growth of the Library, I recommend that the joint faculty committee on the Library be made into a board of management, with the President as chairman and the Librarian as secretary and executive officer. This board would then consist of five men, representing the colleges in Burnet Woods. It should be given powers similar to those of a faculty, and should advise the President with regard to a budget for the Library. It should also make regulations for its administration, and direct the work of its officers.

### GIFTS

The records of the Board show that the following gifts and bequests have been received during the year.

The bequest from MRS. FRANCES GIBSON, previously announced, has been received to the amount of \$31,500.00.

MR. JULIUS FLEISCHMANN renewed his annual gift of \$1,000.00.

MRS. A. HOWARD HINKLE gave \$300.00 for a woman attendant at the College Dispensary

MR. W. A. JULIAN renewed his gift of \$1,200.00 for the work of the Dean's office of the College of Engineering.

The heirs of DR. C. J. FUNCK presented to the University his medical library and botanical and geological collections.

DRS. E. W. MITCHELL, JOSEPH RANSOHOFF, CHRISTIAN R. HOLMES, J. C. OLIVER, CHARLES A. L. REED, and M. L. HEIDINGSFELD each presented the College of Medicine with a scholarship of \$150.00 a year for four years.

Mr. LOUIS L. LEVY presented the University with a portrait of Herman M. Moos, whose wife founded the Herman M. Moos Medical College fund.

As a further memorial to Miss Charlotte Hillebrand, her pupils and friends have placed a bronze tablet in the University Library in connection with the Hillebrand Memorial Collection.

### THE NEEDS OF THE UNIVERSITY

The needs of a large and growing institution like this are so great that it is impossible to summarize them in a brief space. Every college has urgent wants, so that when we come to consider what should be presented to our fellow-citizens, the question always arises: in what direction shall we endeavor next to build up the institution? Among the greatest needs of the University is that of endowments to enable us to do more thoroughly and upon a nobler scale that which we have already undertaken to do. We believe, therefore, it would be wisest for us to direct the energies of all the various persons and organizations interested in the University to the completion of the enterprises already in progress and the collection of endowments for existing departments.

Every college needs endowments. At the present moment, efforts are being made to complete the endowment of the Medical College, which will have such fine opportunities for research and teaching in the new Hospital. This would, therefore, seem to be the first thing to bring to the attention of our friends.

Among buildings we should mention, first and for the same reason, the need of a Medical College alongside the Hospital. Provisional plans have already been made for this, and some funds are in sight. The amount of \$500,000\* is needed for the erection of this building, which will complete the physical equipment of our Medical College and place it in the very front rank of the institutions of the world.

The increasing number of students coming to all of our colleges from other cities makes the question of dormitories a pressing one. It is encouraging to know that the Council of the Alumni Association is at work on the subject.

The work of the Endowment Fund Association of the University, a private corporation of alumni and friends, is meeting with marked success. This Association has been organized for the purpose of securing donations and bequests of funds or property for building up the various colleges and departments of the institution. Its directors and members have our sincere thanks, and should have the hearty co-operation of all our friends and fellow citizens.

CHARLES WM. DABNEY, President

Dec. 20, 1914

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\*Since this report was written, the sum of \$550,000 has been raised.

# STATISTICS

## ORGANIZATION

### COLLEGES AND FACULTIES

In 1904, the University consisted of the College of Liberal Arts, the College of Law, and the College of Medicine. In 1904, the College of Engineering was established; in 1905, the College for Teachers; in 1906, the Graduate School. The increase in courses is indicated as follows:

	1903-04	1913-14
College of Liberal Arts and Graduate School....	194	229
College of Engineering .....	47	106
College of Teachers (excluding External Courses) .....	...	30
College of Commerce .....	...	17
Evening Classes .....	...	26
Household Arts .....	...	13
	<hr/>	<hr/>
	241	421
Increase in number of courses, or 74.7 per cent.		180

### STUDENT ATTENDANCE

(Colleges in Burnet Woods only.)

	1903-04	1913-14
Liberal Arts .....	369	737
Teachers in Liberal Arts .....	...	63
Engineers .....	97	458
Teachers .....	56	305
Graduates .....	32	141
Evening Classes .....	...	502
College of Commerce .....	...	187
Household Arts .....	...	84
	<hr/>	<hr/>
	554	2,477
Counted twice .....	7	345
	<hr/>	<hr/>
Net Total .....	547	2,132

Increase in student attendance 1903-04 to 1914-15, 289.7 per cent.

**DISTRIBUTION OF STUDENTS IN THE UNIVERSITY OF CINCINNATI FROM CINCINNATI, FROM OHIO, FROM OTHER STATES**

**First Semester, 1914-1915**

	Total	From Cincinnati	From outside of Cincinnati in Ohio	From other States	Total non-residents
College of Liberal Arts...	800	634	72	94	166
Evening Classes, Liberal Arts .....	502	458	16	28	44
College of Commerce .....	187	146	21	20	41
Graduate School .....	141	122	15	4	19
College of Engineering ...	458	202	95	161	256
Teachers College .....	305	120	30	18	48
	..	(242)	(40)	(23)	(63)
Medical College .....	83	31	30	22	52
Household Arts .....	84	71	7	6	13
Total .....	2,560	1,784	286	353	639
Minus duplicates .....	346	....	....	....	34
					605
					1,609
Grand Total .....	2,214*	Total.....			2,214

\*Not including Clinical and Pathological School of Cincinnati Hospital.

**STUDENT ATTENDANCE BY YEARS TO DECEMBER, 1913**

	Liberal Arts	Teachers	Evening Classes Liberal Arts	Engineers	Teachers College	Graduates	College of Commerce	Total	Counted twice	Net total
1903-04	369	...	...	97	56	32	...	554	7	547
1904-05	379	...	...	101	91	52	...	623	...	623
1905-06	395	...	...	120	191	52	...	758	...	758
1906-07	405	248	...	135	270	92	...	1,150	161	989
1907-08	416	335	...	176	158	93	...	1,178	144	1,034
1908-09	411	426	...	191	220	101	...	1,349	222	1,127
1909-10	469	285	...	203	222	115	...	1,294	171	1,123
1910-11	467	289	...	232	167	129	...	1,284	93	1,191
1911-12	523	173	...	287	236	112	...	1,331	131	1,200
1912-13	601	68	543	333	288	117	95	2,045	218	1,827
1913-14	618	57	492	406	276	168	103	2,120	252	1,868
1914-15	737	63	502	458	305	141	187	2,477	345	2,132

Increase in student attendance from 1903-04 to 1914-15, 289.7 per cent.



**NUMBER OF STUDENTS FROM EACH STATE REGISTERED IN  
THE DIFFERENT DEPARTMENTS OF THE UNIVERSITY  
OF CINCINNATI**

	Lib. Arts Inc. Eve.	Teach H. E. and Kind.	Grad.	Med.	Com.	Eng.	H. A.	Total*
Cincinnati .....	1,092	242	122	31	147	202	71	1,610
Ohio (outside of Cincinnati) ..	88	40	15	30	21	95	7	281
Kentucky .....	81	20	4	1	4	19	6	121
New York .....	11	...	...	1	...	15	...	26
New Jersey ....	9	...	...	...	...	1	...	10
Pennsylvania ..	5	...	...	2	...	18	...	25
California .....	4	...	...	1	...	1	...	6
Maryland .....	4	...	...	...	...	1	...	5
Indiana .....	3	1	...	3	...	28	...	34
Illinois .....	2	...	...	1	...	17	...	20
Nebraska .....	2	...	...	...	...	2	...	4
West Virginia ..	2	...	...	1	...	2	...	5
Oregon .....	2	1	...	...	...	1	...	3
Missouri .....	1	1	...	...	...	1	...	2
Kansas .....	1	...	...	1	...	1	...	3
Louisiana .....	1	...	...	...	...	2	...	3
Mississippi .....	1	...	...	...	...	1	...	2
Massachusetts ..	...	...	...	...	...	10	...	9
Michigan .....	...	...	...	1	...	8	...	9
Connecticut .....	...	...	...	...	...	5	...	5
Wisconsin .....	...	...	...	...	...	4	...	4
Florida .....	...	...	...	...	...	3	...	3
Minnesota .....	...	...	...	...	...	3	...	3
Tennessee .....	...	...	...	...	...	3	...	3
Georgia .....	...	...	...	...	...	2	...	2
Iowa .....	...	...	...	...	...	2	...	2
Oklahoma .....	...	...	...	...	...	2	...	2
Arizona .....	...	...	...	...	...	1	...	1
Arkansas .....	...	...	...	...	...	1	...	1
South Dakota ..	...	...	...	...	...	1	...	1
Utah .....	...	...	...	...	...	1	...	1
Vermont .....	...	...	...	...	...	1	...	1
Virginia .....	...	...	...	...	...	1	...	1
Washington ....	...	...	...	...	...	1	...	1
North Dakota...	...	...	...	1	...	...	...	1
<b>Foreign—</b>								
South America.	...	...	...	...	...	1	...	1
China .....	...	...	...	...	1	...	...	1
Japan .....	...	...	...	1	...	1	...	2
Russia .....	1	...	...	...	...	...	...	1

\*Deducting all duplicates.

# SUMMARY OF GROWTH AND PROGRESS OF THE UNIVERSITY

For the Ten-Year Period, 1904-1914.

The College of Medicine, which only became an integral part of the University in 1909, is not included in this statement. Its income and endowments should be added to make the totals for the University complete.\* (See Note.)

	1904	1914	Increase	Per Cent of Increase
Permanent Improvements:				
The University owns 56.69 acres in Burnet Woods, near the geographical center of Cincinnati, with eight buildings thereon, and the medical buildings in the business part of the city. The total value of these non-productive properties is not accurately known. The city has recently made an additional appropriation of \$550,000 for buildings. Counting the value of these new buildings, the increase in value of such improvements since 1904 is approximately \$1,250,000.				
Buildings (including \$550,000 appropriation noted above) .....		\$1,408,131.59		
Grounds (including Observatory grounds and 56.69 acres in Burnet Woods, the latter estimated at \$10,000 per acre) .....		566,900.00		
Equipment .....		444,770.24		
Total permanent improvements .....		2,419,801.83	1,380,000.00 approximate	
Productive Endowments:				
Securities, given at face value, and real estate, capitalized at 4 per cent. (not including unproductive realty) .....	\$813,686.00	1,214,962.53	401,276.53	49.3

\* NOTE.—The Endowment Fund Association holds for the various departments funds and real estate to the amount of..... \$253,699.77  
Yielding per annum on the basis of the returns for January, 1914..... 11,768.68  
These funds are divided as follows:

For the Burnet Woods Colleges (included in statement):

Endowments .....	18,687.12
Yielding income .....	694.53

For the Medical College:

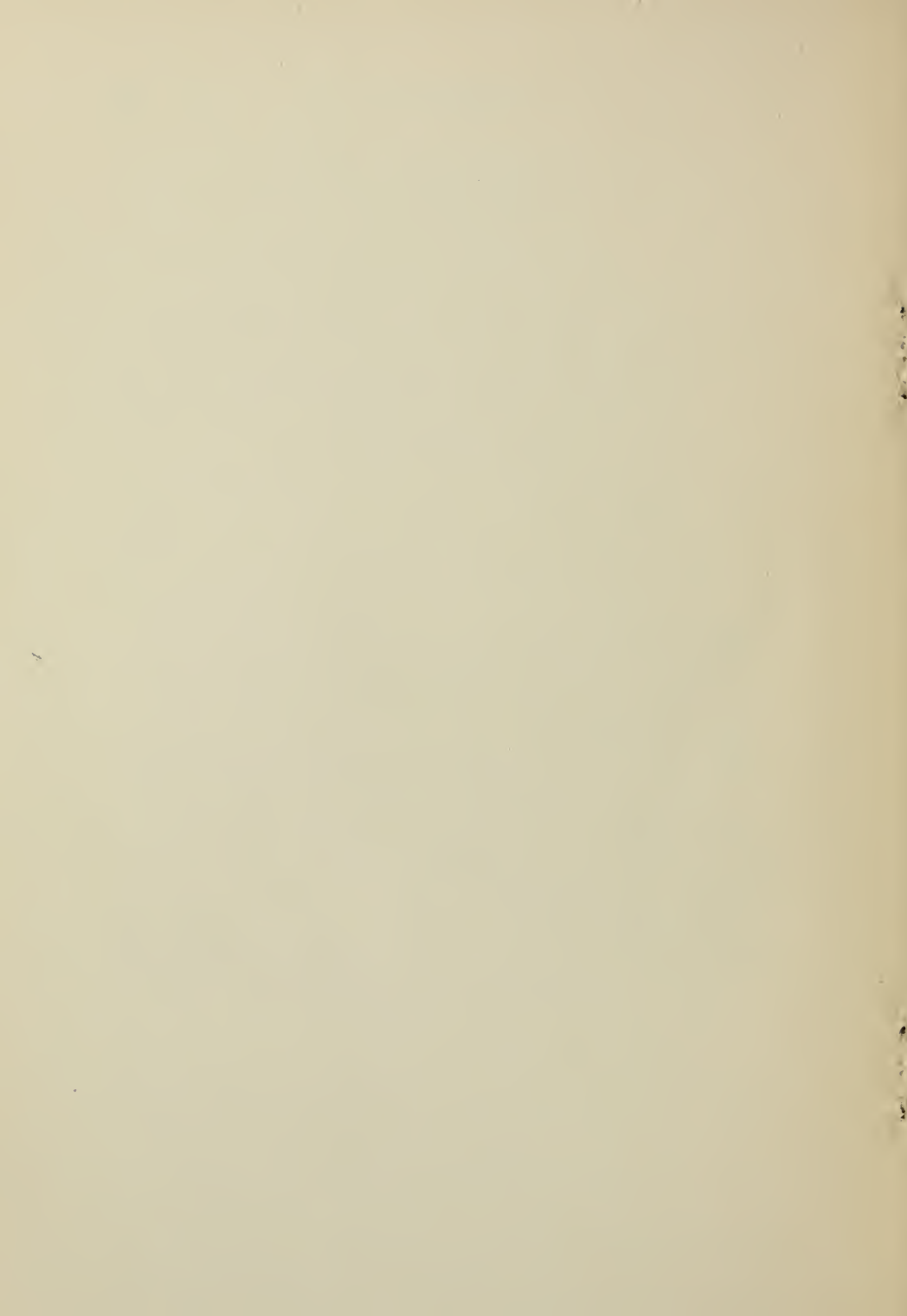
Endowments .....	235,012.74
Yielding income .....	11,074.15

Other Medical College funds held by the University:

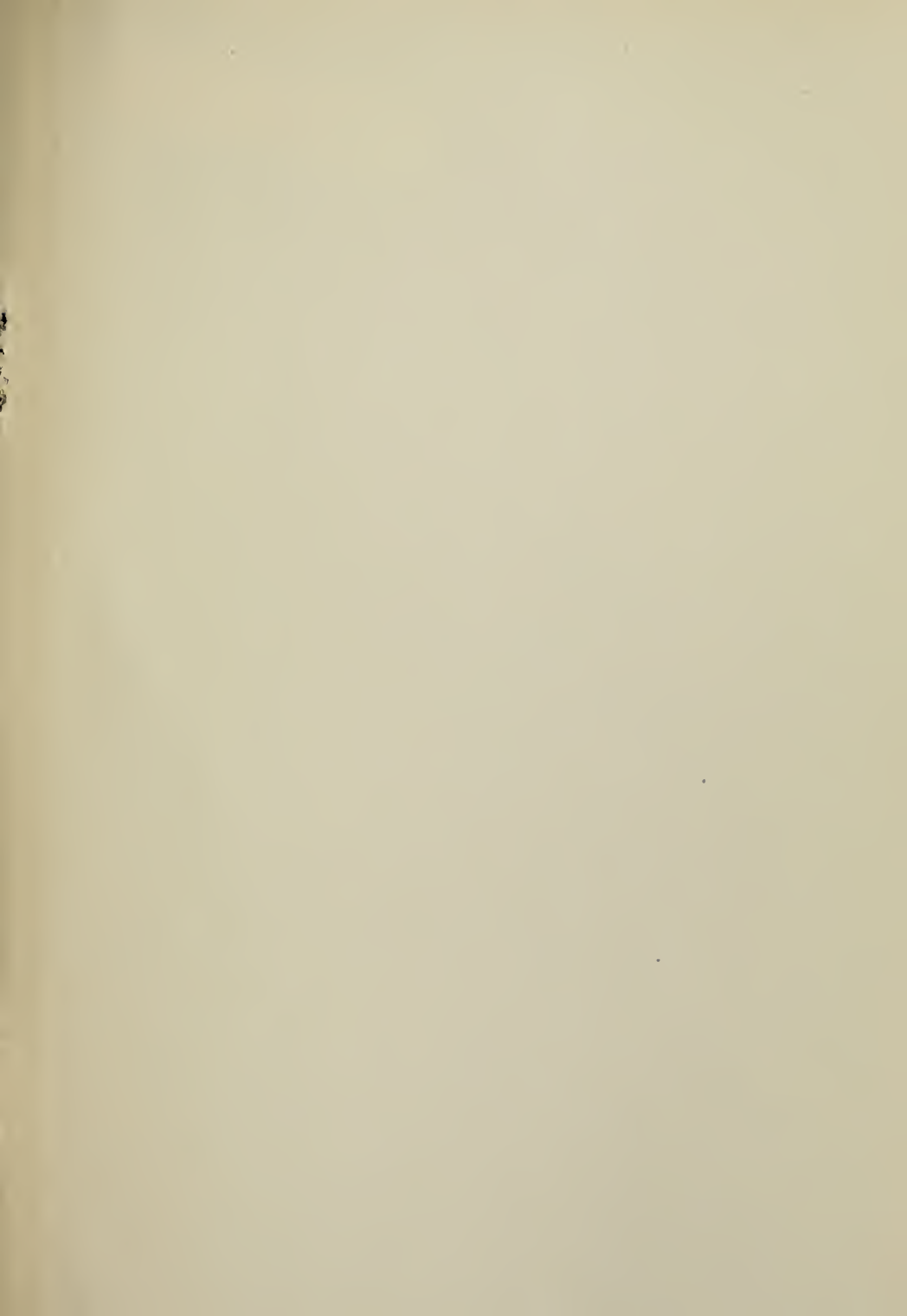
Productive endowments .....	145,394.75
Income from endowments, tuition, fees, donations .....	19,782.56

# SUMMARY OF GROWTH AND PROGRESS OF THE UNIVERSITY

	1904	1914	Increase	Per Cent of Increase
Income:				
From productive endowments (in- cluding Scholarship and Fellow- ship funds received from Endow- ment Fund Association) .....	\$ 31,464.75	\$ 43,668.54	\$ 12,203.79	38.8
From tuition fees and miscellaneous sources .....	17,681.41	86,554.91	68,873.30	389.5
From city (1904, including Observa- tory levy, 1914, including Observa- tory levy and funds received from Board of Education for Teachers College) .....	75,145.46	212,970.39	137,824.93	183.
Total income .....	\$124,291.62	\$343,193.64	\$218,902.02	176.
Total expenditures (exclusive of per- manent improvements) .....	144,999.09	307,269.30	162,270.12	111.9
Expenditures for salaries .....	68,254.19	181,593.65	113,339.52	166.05
Organization:				
Instructional and administrative staff	51	156	105	205.8
Number of courses offered in instruc- tion .....	241	421	180	74.7
Number of graduates .....	72	109	37	51.3
Number of students in attendance .....	547	2132	1585	289.7









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